THE RELATIONSHIP BETWEEN LANGUAGE VIEWS
AND LANGUAGE TEACHING

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ABSTRAK

Bahasa memiliki fungsi sosial sebagai suatu alat untuk menghubungkan manusia. Tanpa bahasa, tidak mungkin manusia berinteraksi dengan orang lain dalam kehidupan sehari-harinya karena bahasa dapat digunakan untuk mengungkapkan perasaan, keinginan, dan pendapat. Singkatnya, bahasa merupakan simbol lisan yang disertai dengan sebuah makna yang berhubungan dengan keadaan kehidupan nyata dan pengalaman. Dalam proses pengajaran dan pembelajaran tergantung pada bahasa yang dipakai oleh guru dalam menjelaskan materi dan berintraksi dengan siswa. Pengajaran yang baik terjadi ketika komponen guru dengan pribadi yang tulus memakai pendekatan sikap yang tangguh dalam mengajarkan bahasa, dan menghargai siswanya. Pengajaran bahasa merupakan sebuah hasil penyaluran.

Kata kunci. Bahasa, pandangan bahasa, pengajaran bahasa.

ABSTRACT

Language has a social function as a tool to make connection between human beings. Without language, it seems impossible for people to interact with others in their daily life because language can express people's feeling, willing, and opinion. In short, language is the oral symbols that represent meaning as they are related to real life situation and experience. In the teaching and learning process, language is so meaningful because the success of teaching and learning depends on the language used by the teachers in explaining the materials and in interacting with the students. Good teaching happens when competent teachers with non-discouraging personalities use non-defensive approaches to language teaching, and cherish their students. Language teaching is a product of transmission.

Key words: Language, language views, language teaching.

INTRODUCTION

Language is a means of communication and the people can utilize it to exchange particular information. In the teaching and learning process, language is so meaningful because the success of teaching and learning depends on the language used by the teachers in explaining the materials and in interacting with the students. It can be proven when the teacher and students communicate each other or when the students discuss a subject matter. In general, it can be stated that the classroom activities cannot work effectively without language and the classroom activities cannot work effectively if the language is not used efficiently. It can be concluded that the teaching and learning process need the language to support the activities and to motivate the students learn the subjects more successful.

Whenever human being exists, there is a language. Human being and language cannot be separated. It grows because of human, while human develops with language. Meanwhile, languages firmly integrated into human's activities. The essence of language is human activity – activity on the part of one individual to make him understood by another and activity on the part of the other to understand what was in the mind of the first. It means that language exists in order to be an instrument of interaction between human being, in order that they can communicate and develop themselves. According to Hornby (1995:314), "language is the system of sounds and words used by humans to express their thoughts and feelings". It can be stated that language is used in social interaction; it becomes clear that communication will not take place without sharing knowledge between speakers and hearers.

In the teaching and learning process, language is so meaningful because the success of teaching and learning depends on the language used by the teachers in explaining the materials and in interacting with the students. It can be proved when the teacher and the students communicate each other or when the students discuss a subject matter. In language teaching, the teacher has to recognize the factors affecting the success of teaching and learning process. It is important for the students because those factors will support the students' activity to enhance and build up their competence continuously.

Based on the definitions of a language above, we say that a language a means of communication. But, if the definition of a language is used in the study of language, we must involve the other means of communication that are not categorized as a language. If we regard a language as consisting of sounds, the fact shows that the other means of communication may uses sounds as its medium. In short, a means of communication known as a language must have some characteristics that do not belong to the other means of communication.

DISCUSSION

A. Language

Language is important for people because it can be used to communicate each other. Language is a means of communication and the people can utilize it to exchange particular information. The exchange occurs in different frame of mind. Contributing to the astonishing fact of human communication is the multiplicity and variety of linguistic system in the world. It is true that language is the consequential means of communication for human being. It is impossible for the people to live without language. Language can be used to accomplish. Without language the human beings cannot communicate with the others.

According to Cook (1997:1), "language is at the center of human being. It is one of the most important ways of expressing our love or our hatred for people. It is vital to achieving many of our goals and our careers. It is a source of artistic satisfaction or simple pleasure. In world where probably more people speak two languages than speak one, language is always used to be a means of communication for people". Based on this description, it can be concluded that people need language because it can be used to communicate and express something with the users of language.

Pinker (1994) at ttp://www.unixl.com/dir/education/language/ retrieved on April 30th, 2013, states that a language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, ideas and thoughts. This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language. Primarily there is a distinction between one language and another. Usually it may be through country boundaries, population culture, demographic and history.

It can be concluded that language is used to perform action, and those different social situations produce different language. Furthermore, language that is used in such situation is primarily message oriented. Based on this definition, it can be stated that language is used to perform action, and those different social situations produce different language. Language may be used to perform many communicative functions, and people nonetheless make the general assumption that the most important function is the communication of information". Based on this definition, it can be concluded that language may be used to perform many communicative functions in the society.

Characteristics of Language

We can state some characteristics of human language, as follows:

1. A language is a system

Since a language is said to be a system, it must be systematic in nature. The systematic of a language can be seen from the fact that, take an example, if we regard a language as being made up of sounds, we find out that only certain regular and predictable patterns. In English, for instance, when a name for a new shampoo was coined, Prell was possible but not Srell, because the cluster sr does not occur in the language.

Language is a highly organized system in which each unit plays an important part which is related to other part (Boey, 1975 : 1). All human languages have their own certain characteristics. This is to say, for instance, that a certain language, say Bahasa Indonesia or English, has its own system. As a consequence, it

has a dual structure that is two levels of structure of systematic relationships. In other words, each language is a system consisting of two subsystems of sounds, which have no meaning in them but which form the meaningful units.

2. A language is social

Thirdly, a language is social. We all know that a language is socially acquired, learned and then used. If this statement is related to language acquisition and/or language learning, we may have an illustration that a new-born child acquires a communicative competence with a given language in a speech community, in the next step, he learns and uses the language in a speech community. Thus, a language is not genetically transmitted, but it is socio-culturally acquired and/or learned.

3. A language is spoken

Basically, a language is always spoken. This statement implies that all people the world over, regardless of their race or ethnic group, always speak a language. This means that they always have a way of communicating ideas by using sounds that are produced by their speech organs.

Human language can be said to be an oral-auditory communication system. Why? Oral-auditory communication has many advantages over other possible means of communication. A speaker and a listener do not need an instrument, as writers and readers do. This is to stay that the writers and readers need writing implements and written texts respectively. A speaker and a listener do not look at one another, as the deaf using hand gestures language do. One can speak and listen while carrying out other activities, as long as they do not involve the mouth and the ear (Taylor, p.6)

4. A language is productive or creative

Another characteristic of human language is that it is productive or creative. This refers to the ability of native speakers to understand and produce any number of sentences (which they never heard before) in their native language.

The first aspect of the creative use of language is that a human being can say things that have never been said before. If we think back about our talk we have just had with our friend, we may be certain that our conversation consisted of sentences that neither we nor our conversant have heard or produced before.

B. Language Views

One question that all approaches of language teaching should answer is "what is language?" The answer to this question is the basis for syllabus design, teaching methods, teaching procedures in the classroom, and even the techniques used in the class. Different views on language generate different teaching methodologies.

Human beings seem predisposed to learn language. The main evidence for this view is that human babies nearly universally acquire this vastly complex system within a few years (about four or five), without being taught (Chomsky, 1965). Early two-word utterances are not like imitations of their parents' utterances, but are unique creations that develop in complexity with age and experience, merging with the language used in the community surrounding them (Brown & Fraser, 1964). Children growing up in multilingual environments can learn more than one language at a time, and deaf children learn to sign in predictable, patterned ways, despite the absence of aural input. (https://www.santarosa.k12.fl.us/esolll/viewsoflanguageandlearning.htm)

a. To give a concise definition of language has always been difficult for linguists and philologists. Although there has been an enormous amount of research in language in the past half century, no authoritative answer has been given to "What is language?" Rather, people talk about views of language, seemingly allowing for or accepting different theories for the moment. However, language teachers clearly need to know generally what sort of entity they are dealing with and how the particular language they are teaching fits into that entity (Brown, 1994).

b. The structural view sees language as a linguistic system made up of various subsystems: from phonological, morphological, lexical, etc. to sentences. Each language has a finite number of such structural items. To learn a language means to learn these structural items so as to be able to understand and produce language.

The functional view sees language as a linguistic system but also as a means for doing things. Most of our day-to-day language use involves functional activities: offering, suggesting, advising, apologizing, etc. Therefore, learners learn a language in order to be able to do things with it. To perform functions, learners need to know how to combine the grammatical rules and the vocabulary to express notions that perform the functions. Examples of notions are concept of present, past & future time; the expressions of certainty and possibility; the roles of agent and instrument within a sentence; and special relationships between people and objects.

c. The interactional view considers language as a communicative tool, whose main use is to build up and maintain social relations between people. Therefore, learners not only need to know the grammar and vocabulary of the language but as importantly they need to know the rules for using them in a whole range of communicative contexts.

These three views present an ever wider view of language. The structural view limits knowing a language to knowing its structural rules and vocabulary. The communicative or notional-functional view adds the need to know how to use the rules and vocabulary to do whatever it is one wants to do. The interactional view says that to know how to do what one wants to do involves also knowing whether it is appropriate to do so, and where, when and how it is appropriate to do it. In order to know this, the learner has to study the patterns and rules of language above the sentence level to learn how language is used in different speech contexts. (http://www.nclrc.org/essentials/whatteach/survival.htm

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The understanding of the nature of language may provide the basis for a particular teaching method (Richards and Rodgers 1986), but more importantly, it is closely related to the understanding of language learning. If language is considered to have a finite number of structural items, learning the language probably means learning these items. If language is more than just a system of structures, it is more importantly a tool, then to learn the language means to use it, rather than just study what it is and how it is formed. The next section summarizes some current theories about language learning.

C. Language Teaching

Teaching is necessary to do. It is expected that it can help the students in achieving new knowledge and experiences during the process of teaching. Besides that, the teaching process is conducted to improve the students' competence through the appropriate activities. To get success in the teaching process, the teachers should prepare first their competence and appropriate materials. The purpose is to make the students get the lesson and they can learn the materials excellently and successfully.

Teaching and learning are important activities conducted together in the classroom. According to Kimble and Garmezy (cited in Brown, 2000:7), teaching is "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". Based on this statement, teaching is a process of helping someone or students to learn and develop their skills and knowledge through the activities in the classroom that are supported by the teacher's instructions. The objectives of teaching are guiding in the study of something, providing with knowledge, and causing to know the subject matter that is being learn.

In language teaching, a teacher has to recognize the factors affecting the success of teaching process. It is important for the students because those factors will support the students' activity to enhance and build up their competence continuously. According to Badawi (cited in Yeni, 2004), factors affecting the success are external and internal factors. The external factors consist of facilities, teachers, teaching aids, classroom situation, materials, and techniques. Meanwhile, the internal factors, which comprise students' physical and psychological condition, are the center of the teaching process.

D. The Relationship Between Language Views and Language Teaching

In the process of language teaching, teachers often has to begin their work in the classroom with little or no guidance to help them appreciate which methods work, how, and why. In response, they may fall back on an outdated model for understanding language teaching. This teacher-centered model views the teacher as active and student as fundamentally passive. The teacher is responsible for transmitting all of the information to the students. The teacher talks; the students listen and absorb. The teacher-centered model may be attractive to new language teachers for several reasons. (http://www.nclrc.org/essentials/whatteach/models.htm):

a. It is the method by which they were taught
b. It makes sense: the teacher should be the focus of the classroom, since the teacher knows the language and the students do not
c. It requires relatively little preparation: all the teacher needs to do is present the material outlined in the appropriate chapter of the book
d. It requires relatively little thought about student or student activities: all students listen to the same (teacher) presentation, then do related exercises.

In language teaching, it is important for the students to express their knowledge in different situations through the communication process with other users of language. It means that the students can combine second and first language together in the communication process. Therefore, the students have to understand both second and first language before their start to speak or express their ideas in the communication process.

CONCLUSION

In the teaching and learning process, language is so meaningful because the success of teaching and learning depends on the language used by the teachers in explaining the materials and in interacting with the students. Language teaching is a product of transmission. Teacher transmits knowledge. Learner is recipient. It is clear that language teaching depends on the teacher who uses language to transfer knowledge to the students through teaching and learning activities.

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